

Heads Up: Real News About Drugs and Your Body

Brought to you by Scholastic and the scientists at the National Institute on Drug Abuse, National Institutes of Health, U.S. Department of Health and Human Services

LESSONS & WORK SHEETS INSIDE:

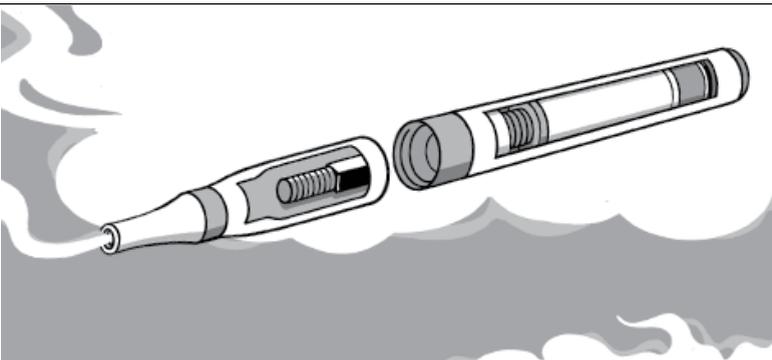
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- For this Heads Up **Teacher Edition Compilation** refer to **NIH Pub No. 15-DA-8014**.
- For the accompanying Heads Up **Student Edition Compilation** refer to **NIH Pub No. 15-DA-8012**.

HEADS UP
REAL NEWS ABOUT DRUGS AND YOUR BODY



Marijuana: Breaking Down the Buzz

Amid changing marijuana laws, surveys of teens nationwide show an increasing perception that marijuana is safe. But the fact is, marijuana use can have serious short- and long-term consequences for the developing teen brain. The teaching resources below and on the corresponding student work sheet highlight crucial scientific facts on the risks of marijuana while challenging students to apply skills in reading comprehension and critical thinking to informational texts.



SUBJECT	COMMON CORE STATE STANDARDS	NEXT GENERATION SCIENCE STANDARDS	NATIONAL SCIENCE EDUCATION STANDARDS	NATIONAL COUNCIL FOR THE SOCIAL STUDIES
<ul style="list-style-type: none"> Science Literacy English Language Arts Health/Life Skills Current Events 	<ul style="list-style-type: none"> RI.1 Cite textual evidence RI.2 Central idea and details W.2 Write informative texts 	<ul style="list-style-type: none"> LS1.A Structure and Function LS1.D Information Processing 	<ul style="list-style-type: none"> Structure and Function in Living Things Personal and Community Health 	<ul style="list-style-type: none"> Individual Development and Identity

Critical-Thinking Questions:

Grades 6–8:

- What are some similarities and differences between marijuana and tobacco? Consider the scientific understanding and history of both in your response.
- How do you think people might view marijuana in the next ten years? Explain your reasoning.

Grades 9–10:

- What are some parallels between marijuana and tobacco? Conversely, how do they differ? Include the scientific understanding and history of both.
- Predict how attitudes toward marijuana may change over the next ten years. Explain your reasoning.

Grades 11–12:

- Develop an argument supporting the claim that the history of tobacco has implications for the unfolding story of marijuana. Describe the parallels and contrasts using both historical and scientific information.
- Give your assessment of how people’s attitudes toward marijuana may shift in the next decade. Explain your reasoning.

Additional Tools for Lesson:

Visit scholastic.com/headsup/marijuana/tools for grade-tiered resources that support teaching this lesson and article:

- Answer Key and Additional Critical-Thinking Questions
- Academic and Domain-Specific Vocabulary Lists
- Additional Writing Prompts
- Additional Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6–12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup/teachers and teens.drugabuse.gov
- Immediate help for a crisis: 1-800-273-TALK
- To locate a treatment center: 1-800-662-HELP or findtreatment.samhsa.gov

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- Grades 6–8:** Describe the ways in which marijuana use can affect a young person’s brain and life.
- Grades 9–10:** Summarize the reasons why marijuana use has risks for teens.
- Grades 11–12:** Explain how you would convince a friend to avoid marijuana use.

Paired Reading:

- Grades 6–8:** “Marijuana: Mind Over Matter,” teens.drugabuse.gov/mindovermatter/marijuana
- Grades 9–12:** “Marijuana: Facts for Teens,” drugabuse.gov/marijuana-teens-faqs

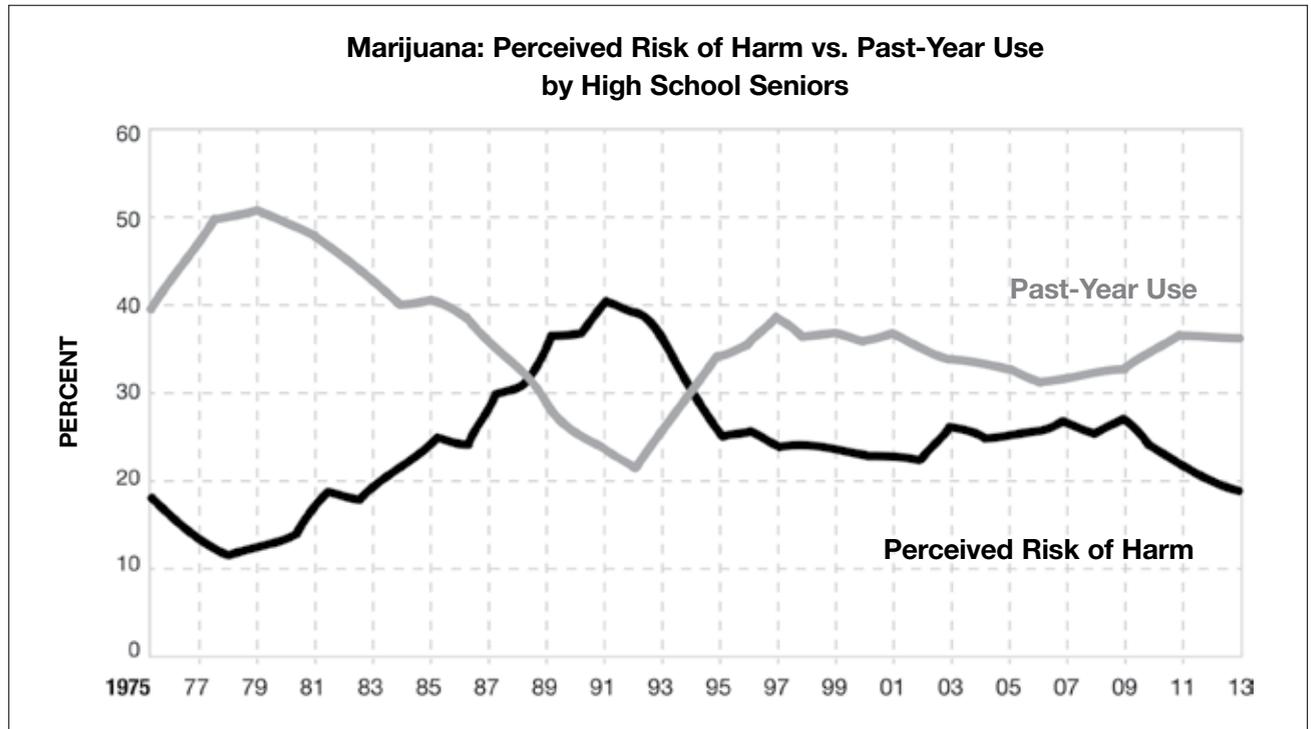
Additional Sources:

- Website:** “Drug Facts—Marijuana” teens.drugabuse.gov/drug-facts/marijuana
- Website:** “BeTobaccoFree.gov” betobaccofree.hhs.gov/laws
- Web Interactive:** “Drugs + Your Body: It Isn’t Pretty” scholastic.com/drugs-and-your-body

STUDENT WORK SHEET: The work sheet provides statistical information regarding attitudes toward marijuana compared to actual use. Additional critical-thinking questions help students synthesize what they have learned.

Marijuana: Perception of Harm vs. Use

Science shows that smoking marijuana on a regular basis can impair development of the teen brain, lower IQ, and also increase the risk for addiction. But recent studies show that fewer young people now think marijuana is harmful than in the past. To find out more, study the graph below and then answer the questions that follow.



SOURCE: University of Michigan, 2013 Monitoring the Future Study

Questions *(Write your answers on separate paper as needed.)*

- a) According to the graph, around what year did high school seniors increasingly start thinking of marijuana as harmful? _____ When did this trend change? _____

b) When did past-year use of marijuana among high school seniors begin to rise? _____
- According to the graph, how does understanding the harms of marijuana affect use?

- Referring to the article “Marijuana: Breaking Down the Buzz,” identify at least two harmful effects marijuana could have on teens.

- Referring again to the article, why might teens today be confused about how safe marijuana is?



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Recovery From Drug Addiction

Accounts about drug addiction often lack facts about why addiction has such a powerful hold on those afflicted. But science reveals that addiction is a *chronic* disease that changes the brain—and shows why treatment and recovery can be a long and challenging process. It is currently impossible to predict *who* will become addicted to drugs. But one thing is certain: Drug addiction can never happen in people who never use drugs. We hope you share this important article with your students.



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Critical-Thinking Questions:

Grades 6–8:

- How does drug addiction affect a person's life?
- Why is it important for a drug treatment plan to support a person's mental, physical, and emotional health?

Grades 9–10:

- What impact might drug addiction have on an addicted person's emotions, relationships, and employment?
- In your own words, explain what makes an effective treatment plan and how it might help someone in recovery deal with triggers.

Grades 11–12:

- How might drug addiction impact a person's emotions, relationships, and employment? Infer how these impacts could have long-term consequences on the person's future.
- Analyze the components of an effective treatment program described in the sidebar "Recovery: Getting the Right Support." How might these components support a person through recovery and when experiencing a trigger?

Additional Tools for Lesson:

Visit scholastic.com/headsup/drugrecovery/tools for grade-tiered resources that support teaching this lesson and article:

- Answer Key and Additional Critical-Thinking Questions
- Academic and Domain-Specific Vocabulary Lists
- Additional Writing Prompts
- Additional Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6–12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup/teachers and teens.drugabuse.gov
- For help with a drug problem: teens.drugabuse.gov/drug-problem-help
- To locate a treatment center: 1-800-662-HELP or findtreatment.samhsa.gov

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- Grades 6–8:** Explain two obstacles a person in recovery from drug addiction might face.
- Grades 9–10:** How could a local community center support people trying to recover from drug addiction?
- Grades 11–12:** How might the stigma currently associated with drug addiction be an obstacle to a person's recovery? How can a strong support system help him or her overcome this?

Paired Reading:

- Grades 6–12:** "The Truth About 'Rehab' and Drug Addiction," scholastic.com/headsup/rehab
- Grades 6–12:** "Drugs & Health Blog Teaching Guides" (compilations of blog posts), teens.drugabuse.gov/addiction-blog
- Grades 6–12:** "Drug Facts—Brain and Addiction," teens.drugabuse.gov/drug-facts/brain-and-addiction

Additional Sources:

- Video:** "Anyone Can Become Addicted," teens.drugabuse.gov/videos/videos/anyone-can-become-addicted-drugs
- Video:** "Personal Perspectives on Teen Drug Abuse," youtube.com/watch?v=RvYpxLwRwDE
- Event:** "National Drug Facts Week," January 26–February 1, 2015, drugfactsweek.drugabuse.gov

STUDENT WORK SHEET: The work sheet provides more information about risk factors for and protective factors against drug abuse, reinforcing and expanding on the article. Additional critical-thinking questions help students synthesize what they have learned.

Using Drugs: Who Becomes Addicted?

Anyone who uses drugs is at risk for becoming addicted. Genes, family and environment, age, and mental health all influence an individual's risk for using drugs and also for becoming addicted. Some factors make a person more vulnerable, while other factors have a protective effect. To find out more, study the factors below, and then answer the questions that follow.

RISK FACTORS



- ◆ Drug use at a young age
- ◆ Drug availability
- ◆ Genetic risk factors
- ◆ Mental illness, stress, or abuse
- ◆ Poor grades
- ◆ Certain personality traits, such as aggression or poor social skills
- ◆ Family or friends who use drugs
- ◆ Poor relationships with parents
- ◆ Peer pressure

PROTECTIVE FACTORS



- ◆ Never using drugs; having a plan for saying no if offered drugs
- ◆ High self-control
- ◆ Undergoing treatment for mental and physical illnesses
- ◆ Academic achievement; goals that challenge the brain and/or body
- ◆ Close, supportive friends who don't use drugs
- ◆ High parental involvement, including good communication
- ◆ Involvement in school, religious, and/or community activities

Think It Through *(Write your answers on separate paper.)*

1. Select three risk factors and three protective factors from the list above. Then, for each factor (total of six), provide a specific, real-life example that shows how it contributes to risk or protection.
2. Which factors are teens able to control? Which factors do teens have limited or no control over?
3. What are some ways teens can work to manage the factors they have limited or no control over?
4. According to the National Institute on Drug Abuse, the biggest risk is being around other teens who abuse drugs. Why do you think that would be particularly dangerous?

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E-Cigarettes: What You Need to Know

Electronic cigarettes—which deliver nicotine (a highly addictive drug) without smoking—have emerged in the past decade as a popular alternative to tobacco cigarettes. They may offer benefits to some smokers already addicted to nicotine. However, e-cigarettes also deliver a set of risks and unknowns—especially for teens. In fact, recent research suggests a link between teen use of e-cigarettes and tobacco cigarettes. We urge you to share this timely article with your students.



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<ul style="list-style-type: none"> Science Literacy English Language Arts Health/Life Skills Media Literacy 	<ul style="list-style-type: none"> RI.1 & RST.1 Cite textual evidence RI.2 & RST.2 Central idea and details W.2 Write informative texts 	<ul style="list-style-type: none"> PS1.B Chemical Reactions PS3.D Energy and Chemical Processes in Everyday Life LS1.D Information Processing 	<ul style="list-style-type: none"> Structure and Function in Living Things Personal and Community Health 	<ul style="list-style-type: none"> Production, Distribution, and Consumption Science, Technology, and Society

Critical-Thinking Questions:

Grades 6–8:

- How are e-cigarettes similar to tobacco cigarettes, and how are they different?
- What are some of the risks of e-cigarettes to teens?

Grades 9–10:

- Compare and contrast e-cigarettes and tobacco cigarettes.
- How might e-cigarettes negatively affect teens?

Grades 11–12:

- Analyze the ways in which e-cigarettes and tobacco cigarettes differ, as well as the traits they share.
- Articulate the risks e-cigarettes pose to teens.

Additional Tools for Lesson:

Visit scholastic.com/headsup/e-cigarettes/tools for grade-tiered resources that support teaching this lesson and article:

- Answer Key for Critical-Thinking Questions and Work Sheet
- Academic and Domain-Specific Vocabulary Lists
- Additional Writing Prompts
- Expanded Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6–12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup/teachers and teens.drugabuse.gov
- Teen help for quitting smoking: teen.smokefree.gov
- “I’m Ready to Quit”: www.cdc.gov/tobacco/campaign/tips/quit-smoking

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- Grades 6–8:** Why is it important for scientists to research e-cigarettes?
- Grades 9–10:** Should e-cigarettes be illegal for teens?
- Grades 11–12:** Evaluate the appropriateness of laws that mandate that e-cigarette users be at least 18, and discuss how scientists might aid lawmakers in setting policy.

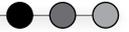
Paired Reading:

- Grades 6–12:** “The Deadly Effects of Tobacco Addiction,” headsup.scholastic.com/articles/deadly-effects-of-tobacco-addiction
- Grades 6–12:** “The Science of Nicotine Addiction,” headsup.scholastic.com/articles/the-science-of-nicotine-addiction
- Grades 6–12:** “Marijuana: Breaking Down the Buzz,” scholastic.com/headsup/breaking-down-marijuana/article

Additional Sources:

- Video:** “NIDA TV Spotlight on Electronic Cigarettes,” www.drugabuse.gov/e-cigarette-tv
- Website:** “Drug Facts: Electronic Cigarettes,” www.drugabuse.gov/e-cigarette-facts
- Website:** “Electronic Cigarettes (e-Cigarettes),” fda.gov/newsevents/publichealthfocus/ucm172906.htm

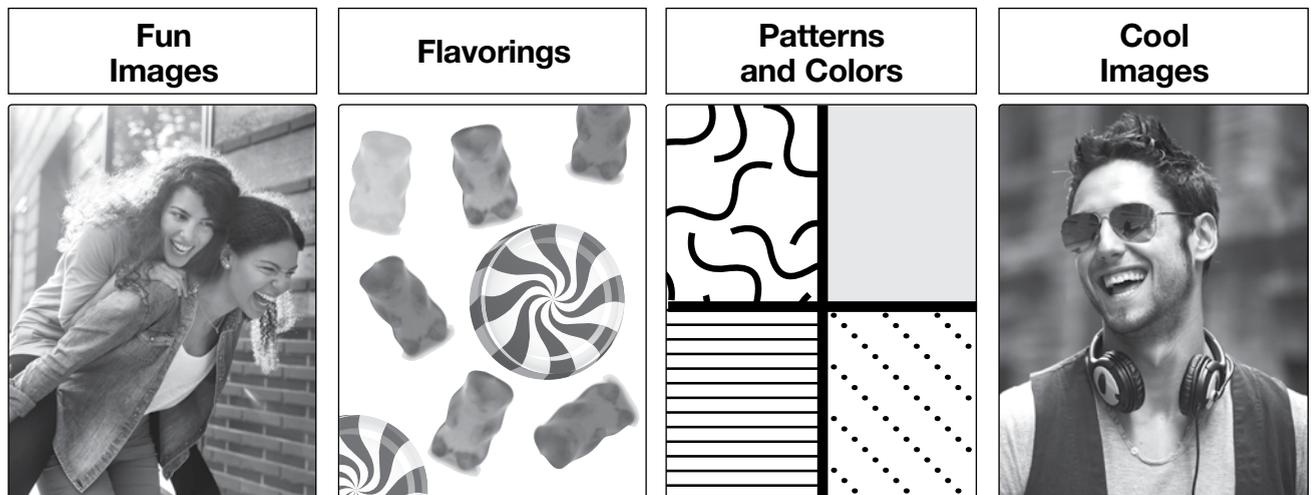
STUDENT WORK SHEET: The work sheet takes the form of a media literacy evaluation, encouraging students to analyze strategies used in marketing e-cigarettes and how they might influence teens, reinforcing and expanding on the article. Additional critical-thinking questions help students evaluate the information contained in ads.



E-Cigarettes: Behind the Marketing

You may have noticed that marketing for e-cigarettes seems to be more common than advertising for tobacco cigarettes. That's because many types of ads for tobacco products are banned, but e-cigarettes don't yet fall under the same rules. Marketers for e-cigarettes may use sophisticated tactics to grab viewers' attention and transmit obvious and not-so-obvious messages.

Below are some features you may see used in e-cigarette ads. Analyze each feature and answer the questions that follow.



Think It Through *(Write your answers on a separate piece of paper.)*

Use information from the images above and the article "E-Cigarettes: What You Need to Know" in your responses.

1. **a.** Overall, what messages about e-cigarettes do the advertising features above imply?
 - b.** How could these messages be dangerous for teens?
 - c.** How can teens protect themselves from being influenced by messages that may be dangerous?
2. Why might e-cigarette ads be an unreliable source of information about health and safety?
3. Tobacco advertisements are required by law to contain a warning regarding harmful health effects.
 - a.** What information could be useful to include in a warning on an e-cigarette ad?
 - b.** In your opinion, should the rules about cigarette advertising also apply to e-cigarettes? Why or why not?

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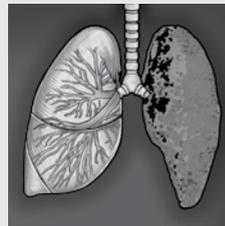
Science/ELA materials that teach important facts and elicit critical thinking

Videos



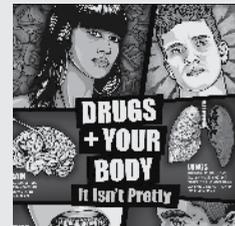
Classroom videos that illustrate the science of drug abuse

Interactives



Dynamic online supplements that engage students in core information

**Poster/
Teaching Guides**



Engaging visuals with activities for comprehension and reinforcement

Compilation 2014–15
Teacher Edition

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